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ABSTRACT

Several needs were identified at Iowa State University for a second level media course for undergraduate education majors. For students, these needs included more in-depth media training and earlier contact with public schools. For teachers, these needs included on-target teaching materials and instructional development assistance. To meet these needs, a course was developed which consisted of three types of activities: (1) formal university classwork in media skills including training in the Instructional Materials Center concept, literature in media, photography, videotaping, individualized instruction, and computer-assisted instruction; (2) public school work which included a at least two hours per week in the classroom of media-conscious cooperating teacher; and (3) curriculum development activities where a student is helped to identify a curricular problem area and then follows a systematic approach to the development of mediated teaching materials to remedy this problem area. Evaluations indicate the course has been successful. A topic outline, grading procedures, and an evaluation sheet are included. (Author/KKC)

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A MEDIA PRACTICUM FOR TEACHER EDUCATION UNDERGRADUATES

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PUBLIC SCHOOL MEDIA PRACTICUM FOR TEACHER EDUCATION UNDERGRADUATES

by

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and

Roger Volker[2]

It's no secret that students in Teacher Education value student teaching, classroom management, microteaching, and media production (Table 1). They also feel a need to use media that is specific and on target--"personalized" for them.

To meet these two needs at the undergraduate level we designed a second-level media course. Actually,

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students themselves helped in the design by identifying two basic concerns:

- More in-depth experience with media design and production.
- Earlier contact with public school teachers and students.

From our experience we added two concerns of our own:

- Teacher's need for more specific, personalized media.
- Administrator's concern for cost of software.

By combining these guidelines with the conviction that students preparing to teach ought to get at teaching as soon as possible, we developed a 3-part model.

THE MODEL

Three dimensions characterize the model.

- Classroom work - designed to explore and practice some in-depth ideas in media. (See specific objectives - Table 2)
- Public school work - provided for a student to observe a media-

conscious public school teacher and discuss ways of mediating selected instructional components.

- Project work - offered for the student to develop mediated teaching materials directly related to the cooperating teacher's classroom activities.

Our need to incorporate these concepts led to the development of a six-step plan for implementing the practicum-oriented media course.

IMPLEMENTATION OF THE MODEL

The 3-part model was carried out through these six steps.

1. Develop course outline. Behavioral objectives and the course outline were designed together so that everyone involved knew what was expected. The objectives (Table 2) were balanced so that each of the three phases of the model could be implemented.
2. Implement liason with public schools. It is important that school administrators and

teachers be involved as the course outline and objectives are developed so that the needs of the school, student, and university are met. Emphasis should be on practical experience, and voluntary participation. Forced involvement of anyone in the program creates a great deal of ill will, and yields poor results.

3. Design course materials. These three components of student activity made it possible to develop a series of diversified activities that incorporated the behavioral objectives.

   - Classroom work. In-depth discussions and demonstrations covering topics not normally in the basic undergraduate course were followed by laboratory work. As the quarter moved along, formal class work tapered off, allowing for project work. For example, to reach the objective on the use of the dark-

room, a slide series on film processing, a video tape of the procedure, and a demonstration were used in class. Laboratory work consisted of the preparation of a photo essay by each student for use in his target school.
The objective of the classroom work was to introduce new topics and re-emphasize old topics by requiring student activities that were focused on media as well as subject matter in the student's content area.

- Public school work. Each student spent a minimum of two hours per week in the cooperating teacher's classroom, working with students there and consulting with the teacher. Media projects were identified and planned at this time.
- Project work. By visiting the teacher's classroom early, mutual selection of content

and media treatment could be made. Then development of the materials could begin. The "team" worked like this:

Public school teacher -- provided ideas

University instructor -- provided technical assistance

Practicum student -- provided the creativity and produced the media

4. Identify students. Obviously, not all students are interested in this type of program, nor would they perform adequately. Student-initiated action, a good indicator of interest, was encouraged by:

- In-class announcements in the introductory media course
- Bulletin boards near the Instructional Resources Center
- Information sent to teacher education advisors.
- Descriptive information in the education faculty newsletter.

A questionnaire (Table 3) followed by an interview made it possible to identify students who had sincere interest, time, and motivation to be successful.

5. Conduct the course. Early in the quarter the students, teachers, and university instructor met to discuss specific guidelines and objectives. As the class progressed, the instructor served as monitor and advisor by meeting periodically with the teachers at their schools. This coordinating function was of great importance, to head off any misunderstandings that might arise.

6. Compile data. Besides "feeling good" about this course, we evaluated in several specific ways:

   - Value to public schools. In almost every case the school agreed to purchase the completed projects -- up to a maximum of $15. The growing

number of requests for our students to work in the schools is another indicator of value. And teacher's comments on our final evaluation form are generally very positive.

- Value to students. Growing student interest shows they feel it important. And each student writes a final evaluative paper about the experience. The positive comments indicate those aspects we'll continue to strengthen; the negative ones show areas for improvement. Favorable comments far outweigh the unfavorable.
- Value to media program. In addition to providing an immediate additional experience in media for undergraduates, a long-term benefit accrues. Plans are underway to evaluate the impact this program makes on graduates who may return to graduate

school for advanced degrees.

CONTINUING DEVELOPMENT

These benefits emerge as basic strengths guiding the continuing development of the program

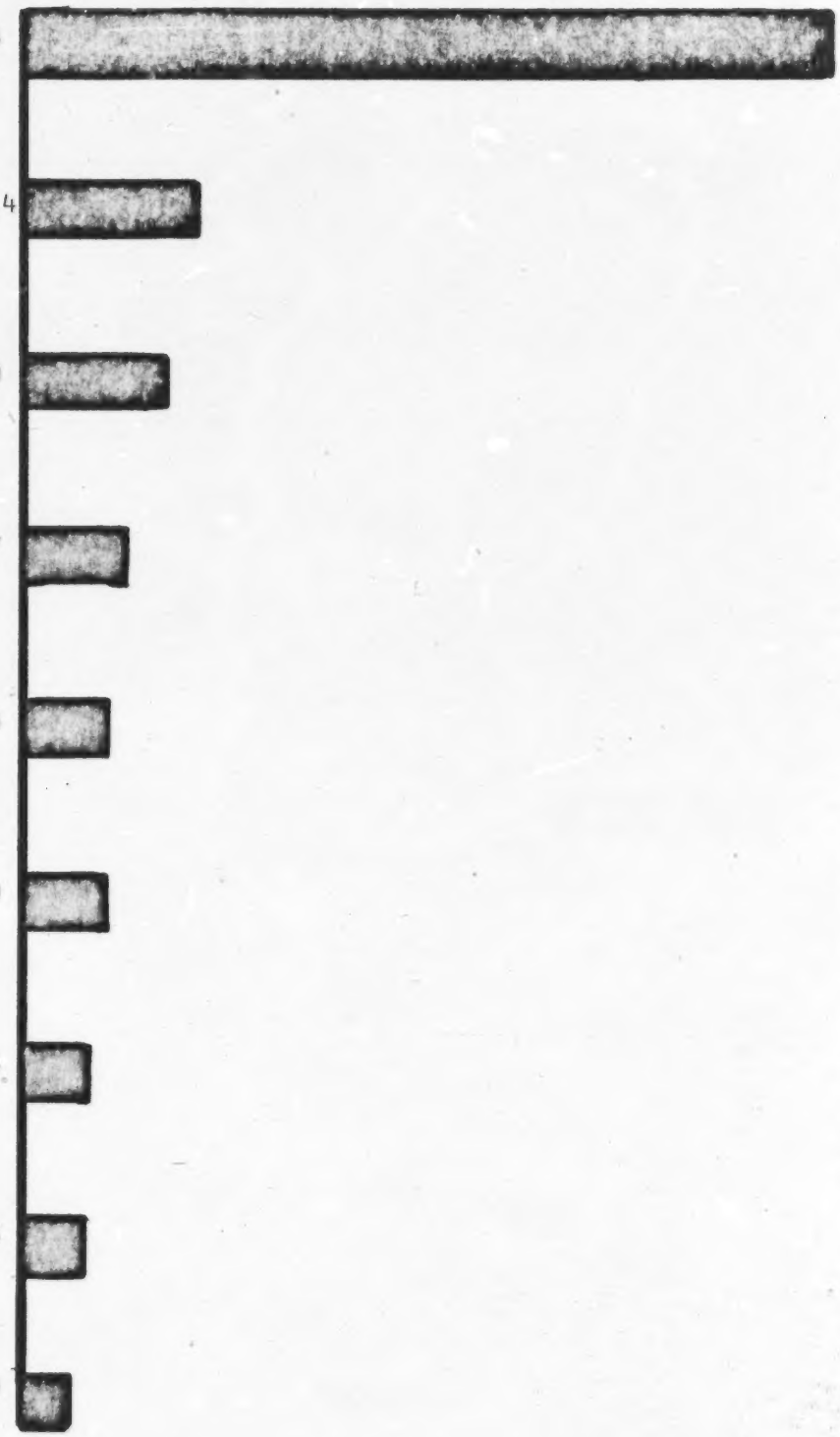
1. Students have earlier opportunities to work in real schools.
2. Students have more in-depth experiences in curriculum and instruction processes.
3. School media collections are increased with low-cost, on-target materials.
4. Teachers critically examine the curriculum, seeking suitable content for media adaptation.

More effective data collection over a longer period of time will help us determine if this program significantly contributes to teaching effectiveness. That's what we're working on now.

TABLE I.

SUGGESTED ADDITIONS TO THE TEACHER PREPARATION PROGRAM*

AREA SUGGESTED	PERCENT RESPONDING
MORE AND EARLIER OBS. & TEACHING	47%
CLASSROOM MANAGEMENT & DISCIPLINE	10.4
TEACHING METHODS & APPLICATIONS	9.0
MORE PRODUCTION OF MATERIALS & MEDIA	6.7
UNDERSTANDING & MOTIVATING ADOLESCENTS	6.0
DEVELOPING OBJECTIVES & PLANNING LESSONS	6.0
WORK WITH EXCEPTIONAL CHILD & SLOW LEARNER	4.5
RELATIONSHIPS WITH ADMINISTRATORS	4.5
INNOVATIVE TEACHING, IND. INSTR. & LEARNING PAKS	3.0



* HAROLD HULLEMAN, "A SURVEY OF 1970-71 SECONDARY EDUCATION GRADUATES FROM IOWA STATE UNIV.," COLLEGE OF EDUCATION, IOWA STATE UNIVERSITY, JULY, 1972

TABLE 2.

OBJECTIVES FOR PUBLIC SCHOOL MEDIA PRACTICUM COURSE

Class, Laboratory, and Project Work

At the conclusion of a ten-week course concerned with the effective utilization of media in the classroom, a student will:

- discuss the IMC concept and how it relates to the learning process.
- use the reference materials found in the ERIC system.
- shoot, process, and develop black and white prints.
- script and produce a photo essay using black and white photos.
- name, discuss, and demonstrate the basic concepts in motion photography.
- script and produce a video tape using two cameras and a special effects generator.
- discuss and utilize the basic concepts related to individualized instruction, including the audio-tutorial method.
- understand and use a computer terminal to complete a CAI lesson.

Public School Work

- visit a cooperating school and observe mediated teaching practices.
- consult with practicing teachers in development of mediated teaching materials.
- plan, produce, utilize and evaluate a presentation or complete series of materials relating to a specific classroom situation.

Evaluation for all work is on a scale of 1 to 100.

Instructional Resources Center
321 Curtiss Hall

Information Sheet for Students in Education 490E

METHODS OF TEACHING WITH MEDIA

Name_____ Date_____

Ames Address_____ Ames Phone_____

Summer or
Home Town Address_____ Home Town
Phone_____

Grade level you'll teach after graduating_____

Subject area_____ When did you take Ed. 305b?_____

305b instructor's name_____

Title of 305b final presentation_____

_____

What grade level do you prefer for 490E?_____

What subject area?_____

In your preferred subject area, which units or blocks of subject matter would you like to work on? List 4, in priority order:

1. _____
2. _____
3. _____
4. _____

What skills and capabilities do you expect this experience in 490E will equip you with?

_____

_____

_____

_____

_____

_____

Table 4.

A SUMMARY OF STUDENT PRESENTATIONS

MEDIA TYPE	GRADE LEVEL & SUBJECT AREA	DESCRIPTION	COST
Transparencies, audio tape, b & w prints, & slides	Elementary	Material for lower elementary visual response and hand/eye coordination	$14.96
Slides, audio tape, posters, transparencies	Elementary (social studies)	The people and the life of Greece; their culture and historical background	14.65
Slides, flip-chart, audio tape, & model	Elementary (science)	The circulatory and respiratory systems. Slides used for introduction with individual work done on flip chart and model.	11.77
Slides, audio tape	Elementary (science)	The concepts of flight and the airplane; local examples and graphic illustrations	14.45
Super 8mm film, audio tape	Junior High (social studies)	The decade of the 60's; a capsule collage of events, and people of the last decade.	14.28
Super 8mm film	Junior High (mathematics)	Geometry constructs; individualized materials to supplement class work in geometry.	14.34
Slides, audio tape, worksheets, transparencies	Junior High (mathematics)	The metric system; an individualized lesson on metric conversion and the functions of the metric system.	10.02
Slides, audio tape	Junior High (industrial arts)	Sand casting; the how's and why's of sand casting	15.30
Slides, audio tape	Junior High (language arts)	A visual approach to autobiographical writing; how to develop a visually literate autobiographical sketch	12.65

MEDIA TYPE	GRADE LEVEL & SUBJECT AREA	DESCRIPTION	COST
Slides, audio tape	Junior High (physical education)	Conditioning techniques; a step by step introduction to use and mis-use of physical conditioning.	$14.30
Transparencies, slides, audio tape, flip chart, bulletin	Junior High (home economics)	(a) (b) Maslow's Heirarchy and Fondue techniques.	14.37
Video tape, transparencies, slides	Junior High (home economics)	The role of the host, hostess, and guest at a dinner party.	11.10
Slides, audio tape	High School (social studies)	The Vietnam conflict; an attitudinal review of the historical aspects of the Vietnam War.	.13.31
Flip chart, audio tape, displays	High School (home economics)	The rights of the 18-year old; group and individualized materials on the rights and responsibilities of 18-year olds.	14.76
Slides, audio tape	High School (social studies)	The American Indian; an attitudinal look at the disadvantaged position of the American Indian.	14.00
Transparencies, flip chart	High School (speech)	Speech techniques	13.85
Slides, handouts, display, and transparencies	High School (home economics)	Color combinations for home decorations	14.47
Slides, audio tape	High School (physical education)	Weight training; an introduction to proper techniques and use of equipment.	13.00
Slides, audio tape	High School (social studies)	The changing role of women in society.	13.90

MEDIA TYPE	GRADE LEVEL & SUBJECT AREA	DESCRIPTION	COST
Slides, audio tape	High School (journalism)	The proper utilization of photos in news stories	$13.49
Slides, audio tape	High School (language arts)	The moods and feeling of poetry expressed visually.	15.30